



GADSDEN ELEMENTARY

1660 South Goodwin Circle
Gadsden, South Carolina

Grades	PK-5 Elementary School	
Enrollment	170 Students	
Principal	Karis Mazyck	803-353-2231
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent
2009	Excellent	Excellent
2008	Average	Good
2007	Below Average	Good
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	79	56	23

* Ratings are calculated with data available by 03/09/2011.

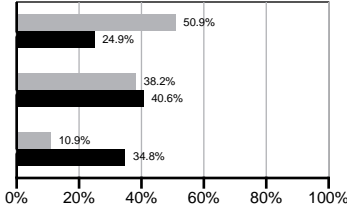
Palmetto Assessment of State Standards (PASS)

Exemplary

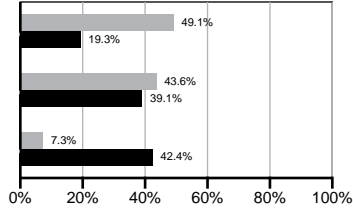
Met

Not Met

English/Language Arts



Mathematics

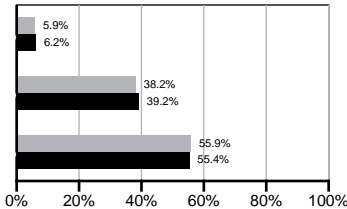


Exemplary

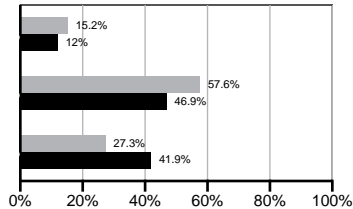
Met

Not Met

Science



Social Studies

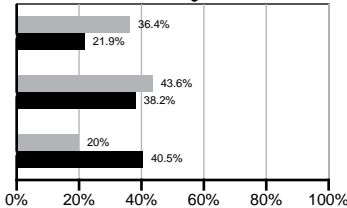


Exemplary

Met

Not Met

Writing



Our school

Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=170)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.5%	Down from 4.9%	1.4%	1.2%
Attendance rate	95.0%	Down from 95.2%	95.9%	96.1%
Eligible for gifted and talented	4.8%	Down from 12.1%	4.3%	11.7%
With disabilities other than speech	3.9%	Up from 3.7%	8.4%	8.0%
Older than usual for grade	0.0%	Down from 0.9%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	65.0%	Up from 57.9%	60.0%	60.5%
Continuing contract teachers	70.0%	Up from 63.2%	78.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 5.9%	0.0%	0.0%
Teachers returning from previous year	78.9%	Down from 80.3%	83.6%	87.0%
Teacher attendance rate	94.0%	Down from 95.2%	95.4%	95.4%
Average teacher salary*	\$46,600	Down 2.9%	\$45,582	\$47,288
Professional development days/teacher	11.1 days	Down from 12.7 days	10.7 days	10.5 days
School				
Principal's years at school	10.0	Up from 8.0	3.0	4.0
Student-teacher ratio in core subjects	13.7 to 1	Up from 9.6 to 1	17.1 to 1	19.2 to 1
Prime instructional time	87.3%	Down from 87.7%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$14,420	Up 16.6%	\$8,766	\$7,548
Percent of expenditures for instruction**	70.6%	Down from 71.7%	68.1%	68.7%
Percent of expenditures for teacher salaries**	62.3%	Down from 64.0%	62.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Gadsden Elementary School maintains a focus on supporting a school/community culture that yields evidence of continuous improvement in student learning. Each instructional staff member is highly qualified and several support staff members are recognized by Central Office personnel for superior work performance. The school is committed to a limited number of well-chosen initiatives to guide and facilitate improvement in student learning. These initiatives are: (1) writing in each core academic area, (2) mathematical reasoning and creative problem solving, (3) infusion of technology into the curriculum, and (4) emphasis on literacy, especially at the early childhood level. An early childhood Montessori class complements more traditional K-4 and K-5 classes to develop fundamental reading skills, as well as number competencies. A primary objective of these initiatives is to enable students to be successful at grade level by first grade.

The Gadsden School Renewal Plan is a comprehensive template for guiding continual school improvement. A major component of this plan is a strong, substantive alignment between content standards, instruction, student work, and assessments. Frequent assessments and analysis of assessment results inform teachers about the next steps in the instructional process. The principal is a full partner with teachers and the community within the school improvement process. Classroom visits and more formal observations take place on a daily basis. During principal-teacher conferences, goals are reviewed, student learning growth is monitored, and decisions are made regarding strategies that will be used to continually improve student achievement.

Several data sources are analyzed on an ongoing basis to inform personnel about progress toward school goals. The school community is becoming proficient at using MAP data to support standards based instruction. Second-year MAP results show improvement in math and reading between fall and spring administrations. Similarly, Successmaker Lab reports and Benchmark results document growth in student learning throughout the school year. Gadsden Elementary met expectations for Annual Yearly Progress (AYP). In addition, the school earned Excellent Report Card Ratings for Absolute and Improvement categories.

Teachers and the principal work together in a variety of formats to build capacity for student learning. Grade-level conferences are used in part to identify students who need specific interventions to master specific content standards. Frequently, consultants work with small groups of teachers and the principal to strengthen skills in using proven strategies to assist reluctant readers or struggling mathematicians.

Gadsden Elementary must continue to make progress toward resolving a limited number of challenges, in order to more fully realize connections between content standards, instruction, and assessments. These clear and concise connections will make learning more efficient for students. Families and the community need to be engaged in a stronger partnership with the school to promote student learning outside of the school day. Finally, the number and quality of school-business partnerships must improve to provide students with supplementary educational and mentoring experiences.

Terrence Taylor, SIC President

Dr. Charles A. DeLaughter, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	21	17
Percent satisfied with learning environment	81.0%	95.2%	81.3%
Percent satisfied with social and physical environment	90.5%	78.9%	87.5%
Percent satisfied with school-home relations	61.9%	80.0%	80.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	60	100	10.9	38.2	50.9	92.7	78.2	83.5	Yes	Yes
Gender										
Male	33	100	13.3	33.3	53.3	90	74.7	80.1	N/A	N/A
Female	27	100	8	44	48	96	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	93.3	89.6	I/S	I/S
African American	59	100	11.1	37	51.9	92.6	74.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	45.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	54	100	12.2	36.7	51	91.8	73.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	60	100	7.3	43.6	49.1	98.2	72	80.4	Yes	Yes
Gender										
Male	33	100	6.7	63.3	30	96.7	70.3	78.4	N/A	N/A
Female	27	100	8	20	72	100	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	90.2	87.8	I/S	I/S
African American	59	100	5.6	44.4	50	98.1	67	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	34.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	54	100	8.2	44.9	46.9	98	65.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	38	100	55.9	38.2	5.9	44.1	56.5	67.3
Gender								
Male	25	100	59.1	31.8	9.1	40.9	56.1	66.9
Female	13	100	N/A	N/A	N/A	50	56.8	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	86.3	79.6
African American	38	100	55.9	38.2	5.9	44.1	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	62.7	58.6
Socio-Economic Status								
Subsidized meals	35	100	54.8	38.7	6.5	45.2	46.5	55.4

Social Studies

All Students	37	100	27.3	57.6	15.2	72.7	64	70.9
Gender								
Male	14	100	25	66.7	8.3	75	61.9	70.1
Female	23	100	28.6	52.4	19	71.4	66.1	71.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	86.9	79.2
African American	36	100	28.1	56.3	15.6	71.9	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.2	68
Socio-Economic Status								
Subsidized meals	34	100	30	56.7	13.3	70	56.5	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	60	100	20	43.6	36.4	80	63.4	72.1	95	95.9
Gender										
Male	33	100	33.3	43.3	23.3	66.7	56.3	65.2	94.5	95.7
Female	27	100	4	44	52	96	70.4	79.2	95.7	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	80.8	94.4	96
African American	59	100	20.4	42.6	37	79.6	57.3	59.7	95.1	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	N/A	96.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	62.9	64.6	N/A	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	21.1	27.7	96.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	63.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	54	100	20.4	44.9	34.7	79.6	55.2	61.9	94.9	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	15	100	8.3	50	41.7	91.7
	4	19	100	N/AV	N/AV	N/AV	100
	5	23	100	8.7	60.9	30.4	91.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	24	100	4.5	36.4	59.1	95.5
	4	15	100	33.3	33.3	33.3	66.7
	5	21	100	4.8	42.9	52.4	95.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	15	100	25	41.7	33.3	75
	4	19	100	N/AV	N/AV	N/AV	100
	5	23	100	8.7	52.2	39.1	91.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	24	100	13.6	40.9	45.5	86.4
	4	15	100	N/A	N/A	N/A	100
	5	21	100	4.8	42.9	52.4	95.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	7	I/S	I/S	I/S	I/S	I/S
	4	19	100	25	50	25	75
	5	12	100	8.3	75	16.7	91.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	13	100	75	16.7	8.3	25
	4	15	100	N/A	N/A	N/A	41.7
	5	10	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	8	I/S	I/S	I/S	I/S	I/S
	4	19	100	N/AV	N/AV	N/AV	100
	5	11	100	N/AV	N/AV	N/AV	100
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	11	100	I/S	I/S	I/S	I/S
	4	15	100	41.7	50	8.3	58.3
	5	11	100	N/A	N/A	N/A	100
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	14	100	16.7	33.3	50	83.3
	4	19	100	6.3	37.5	56.3	93.8
	5	24	100	13	39.1	47.8	87
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	24	100	18.2	45.5	36.4	81.8
	4	15	100	16.7	50	33.3	83.3
	5	21	100	23.8	38.1	38.1	76.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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